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ABSTRACT

This is the first of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as grouping procedures, cluster grouping, grouping (instructional purposes), heterogeneous grouping, homogeneous grouping, student grouping, age grade placement, flexible scheduling, and ability grouping are used to encompass the concept of grouping practices. The bibliography covers materials in the ERIC System from January 1970 through March 1976. The cited items are arranged exactly as they have been printed by the computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

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Number 1, August 1976

GROUPING PRACTICES

Compiled by

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INTRODUCTION

This is the first of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Clearinghouse profile for "urban and minority" concepts. Such descriptors (subject headings) as grouping procedures, cluster grouping, grouping (instructional purposes), heterogeneous grouping, homogeneous grouping, student grouping, age grade placement, flexible scheduling, and ability grouping were used to encompass the concept of grouping practices. The bibliography covers materials in the ERIC System from January 1970 through March 1976.

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1. EJ126593 SE514545
A Model Biology Curriculum for Heterogeneous Seventh Grade Biology Classes Containing Culturally Deprived Students (In Israel). I. The Theoretical Foundation of the Model
Kaplan, Eugene H. Science Education; 59; 3; 313-320 Jul-Sep 75
Descriptors: *Biology/ *Culturally Disadvantaged/ *Curriculum/ *Heterogeneous Grouping/ *Secondary School Science/ International Education/ Science Education/ Secondary Education
Identifiers: *Israel
Describes an experimental seventh grade biology course designed as part of an Israeli education reform program intended to provide a more heterogeneous mixing of disadvantaged students from Asian-African backgrounds and advantaged students from European-American backgrounds. (See SE 514 546 for a related article.) (MLH)

2. EJ113495 UD503456
Labeling Black Children: Social-Psychological Implications
Ladner, Joyce A. Journal of Afro-American Issues; 3; 1; 43-52 W 75
Descriptors: *Negro Youth/ *Self Concept/ *Grouping (Instructional Purposes)/ *Student Evaluation/ *Racial Discrimination/ Self Esteem/ Racism/ Classification/ Negro Stereotypes/ Identification (Psychological)
An analysis of the dynamics involved in the process of attaching labels of inferiority to black children, in terms of the function which this mechanism serves for the dominant group and the consequent deleterious psychological effects on the children. (EH)

3. EJ094634 EA504824
Social Issues in Special Education, Special Education: Trends and Issues
Bransford, Louis A. Phi Delta Kappan; 55; 8; 530-532 Apr 74
Descriptors: *Special Education/ *Grouping (Instructional Purposes)/ *Minority Groups/ *Testing/ *Mentally Handicapped/ Cultural Factors/ Ability Grouping
In the past two years more individuals than ever before have sued educational systems in the United States because of testing, labeling, and placement practices in the schools. Discusses solutions to those practices as they relate to special education in general and programs for the mentally retarded in particular. (Author/JF)

4. EJ094632 EA504822
The Great Sorting Machine. Special Education: Trends and Issues
Kirp, David L. Phi Delta Kappan; 55; 8; 521-525 Apr 74
Descriptors: *Grouping (Instructional Purposes)/ *Handicapped/ *Ability Grouping/ *Special Education/ *Minority Groups
Discusses the case for identifying less restrictive categories and beginning a "desorting" process for the handicapped. (Author)

5. EJ090391 UD502663
The Legal Implication of Cultural Bias in the Intelligence Testing of Disadvantaged School Children
Georgetown Law Journal; 61; 4; 1027-1066 Mar 73
Descriptors: *Intelligence Tests/ *Disadvantaged Youth/ *Public Education/ *Ability Grouping/ *Court Litigation/ Cultural Disadvantagement/ Racial Discrimination/ Legal Problems/ Resource Allocations/ Test Bias
The court cases and legal codes cited in this article include: Brown v. Board of Education, 1954; Hobson v. Hansen, 1967; Diana v. State Board of Education (Calif.), 1970; and, California Education Code, 1972. (SP)

6. EJ084246 CG506287
A Cluster Program For High Risk College Students
Beaver, David P. College Student Journal; 7; 2; 61-65 Apr-May 73
Descriptors: *College Students/ *College Admission/ *Educationally Disadvantaged/ *Low Ability Students/ *Ability Grouping/ Student Ability
A myriad of problems has arisen from the open door'' policy many institutions are pursuing. Not the least of these is the increasing presence of many high risk'' or academically disadvantaged'' students in classes where they are not adequately prepared to do college work. This article seeks to present an innovative approach to the problem. (Author)

7. EJ082619 EA504034
How Ability Grouping Fails
Findley, Warren Inequality in Education; 14; 38-40 Jul 73
Descriptors: *Ability Grouping/ *Grouping (Instructional Purposes)/ *Test Bias/ *Minority Groups/ *Racial Discrimination/ Public Schools
Discusses weaknesses and cultural biases of ability grouping systems and suggests methods for improving testing programs. (JF)

8. EJ082617 EA504032
Separate and Unequal Again
Green, Winifred Inequality in Education; 14; 14-16 Jul 73
Descriptors: *Testing Problems/ *Ability Grouping/ *Equal Education/ *Minority Groups/ *Racial Discrimination/ School Integration/ Public Schools
Discusses how testing and tracking affect students. Argues that grouping reinforces years of discriminatory treatment in the education of black children, locking them into classroom situations in which the stigmas and hopelessness are the same or worse than in the days of separate but unequal schools. (JF)

9. EJ078798 UD502253
How Testing Harms Children
Green, Winifred South Today; 4; 8; 6-7 May-Jun 73
Descriptors: Ability Grouping/ *Intelligence Tests/ *Negro Education / *Racial Discrimination/ School Integration/ Social Discrimination/ *Special Education/ *Student Grouping/ Test Bias/ Testing Problems
Discusses some children with whom the author has worked, and how the current definition of intelligence and the use of testing have affected their lives and then suggests some ways private groups can be involved in solving the problem. (Author/JM)

10. EJ060673 AA512975
Three Approaches to Grouping Procedures for the Education of Disadvantaged Primary School Children
Cartwright, G. Phillip; McIntosh, Dean K. Journal of Educational Research; 65; 9; 425-9 May-Jun 72
Descriptors: Ability Grouping/ *Academic Achievement/ *Educationally Disadvantaged/ Evaluation/ *Grouping Procedures/ Heterogeneous Grouping/ Homogeneous Grouping/ *Primary Grades/ *Student Grouping
Grouping heterogeneously, homogeneously, and flexibly made no significant difference in academic achievement in research done on 260 children over a 2-year period. (Editor)

11. EJ050659 UD501384
Tracking and Minority Student Attitudes and Performance
Marascuilo, Leonard A.; McSweeney, Maryellen Urban Education; 6; 4; 303-319 Jan 72
Descriptors: *Ability Grouping/ Heterogeneous Grouping/ Homogeneous Grouping/ Junior High School Students/ *Minority Group Children/ Racial Segregation/ *Social Attitudes/ *Tracking/ Urban Schools
Identifiers: *Berkeley Unified School District

12. EJ050004 UD501360
An Analysis of the Participation of Racially Integrated Guidance Groups of Culturally Different Children in Elementary Schools
Boney, J. Don; And Others Journal of Negro Education; 40; 4; 390-393 F 71
Descriptors: *Disadvantaged Youth/ *Elementary School Counseling/ Elementary School Students/ Guidance Counseling/ *Heterogeneous Grouping/ *Minority Group Children/ Racial Integration/ Sampling/ Socialization/ Verbal Communication
Data for this study were collected from a project funded by the Hogg Foundation. (SB)

13. EJ046405 RE503256
The Disadvantaged Child and His Problems With Reading
Tremonti, Joseph B. Florida Reading Quarterly; 7; 2; 11-17 Mar 71
Descriptors: *Ability Grouping/ Auditory Discrimination/ *Culturally Disadvantaged/ *Disadvantaged Youth/ *Learning Modalities/ Motivation/ *Reading Difficulty/ Reading Materials/ Reading Research/ Visual Discrimination

14. EJ044588 UD501151
Making Black Children Subnormal in Britain
Coard, Bernard Integrated Education; 9; 5; 49-52 sep 71
Descriptors: *Ability Grouping/ Academic Achievement/ *Bias/ Culture Conflict/ *Educational Diagnosis/ Low Ability Students/ *Negro Students/ Self Esteem/ Socialization
Identifiers: *Great Britain
Contains the complete text of an interview with the author of a recent short study of the plight of black (especially West Indian) students in the schools for the educationally subnormal. (JM)

15. EJ039571 EA501609
Ability Grouping: Helpful or Harmful?
Hall, Morrill M.; Findley, Warren G. Phi Delta Kappan; 52; 9; 556-557 May 71
Descriptors: *Ability Grouping/ *Academic Achievement/ Cross Age Teaching/ *Disadvantaged Youth/ *Grouping (Instructional Purposes)/ Heterogeneous Grouping/ *Tutoring
Describes the method and advantages of stratified heterogeneous grouping. (Author)

16. EJ038372 AA509621
The Disadvantaged" Child and the Rain-Dance School
Hart, Leslie A. Teachers College Record; 72; 4; 537-42 May 71
Descriptors: *Disadvantaged Youth/ *Grouping (Instructional Purposes)/ *Hypothesis Testing
Identifiers: *Coleman Report
The author is extemely critical of long-held concepts concerning poor children. (CK)

17. EJ035244 VT502256
Meeting the Needs of the Disadvantaged--Is Grouping the Answer?
Lee, Jasper S. Agricultural Education Magazine; 43; 10; 250-251 Apr 71
Descriptors: *Agricultural Education/ *Disadvantaged Youth/ Educational Needs/ *Grouping (Instructional Purposes)/ *Grouping Procedures/ Secondary School Students/ *Student Grouping/ Student Needs

18. EJ023116 UD500511
The Effects of Ability Grouping on Inner-City Children
Ogletree, Earl; Ujlaki, Vilma E. Illinois Schools Journal; 50; 1; 63-70 Spr '70
Descriptors: *Ability Grouping/ Disadvantaged Schools/ *Disadvantaged Youth/ *Educational Discrimination/ *Elementary Grades/ Low Ability Students/ Self Concept/ Slow Learners/ *Student Attitudes/ Student Motivation

19. EJ019169 RE501055
School Entrance Variables and Later Achievement and Personality
Binkley, M. Edward Int Reading Assn Conf Proc Pt 1; 13; 628-34 68 Apr
Descriptors: *Academic Achievement/ Admission Criteria/ *Age Grade Placement/ *Culturally Disadvantaged/ Personality Development/ *Preschool Tests/ Readiness/ *Research/ Sex Differences

20. ED102211 95 TM004512
Pupil Testing: A Legal View. Report No. 38.
Tractenberg, Paul L.; Jacoby, Elaine
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.
Report No.: ERIC-TM-38
Contract No.: OEC-0-70-3797(519)
Publ. Date: Dec 74 Note: 26p.

Descriptors: *Ability Grouping/ Age Grade Placement/ Aptitude Tests/ Court Litigation/ Educational Accountability/ Educationally Disadvantaged/ Equal Protection/ Graduation Requirements/ Legal Problems/ *Low Income Groups/ Minority Groups/ Screening Tests/ Standardized Tests/ *Student Evaluation/ *Test Bias/ *Testing/ Test Interpretation/ Test Results/ Test Validity

Traditionally, local school boards have had the power to assign students to classes and to set standards for promotion and graduation; with this authority has gone the discretion to decide what role pupil testing will play in the local schools. Courts have been reluctant to interfere with school board decisions on methodology, of which they consider testing to be a part. They will intervene, however, when a constitutional right is affected by board policy or practice. They have done so consistently where racial or ethnic discrimination was involved in pupil testing. Children are given standardized tests on numerous occasions throughout their public school careers. In addition to standardized tests, teachers prepare and administer tests in various subjects. However, this paper is concerned primarily with standardized tests, since it is they that have been attacked in the courts. Each type of test that has been dealt with in court cases is treated here. Specifically, they are: group and individually administered intelligence, aptitude, and achievement tests. (Author/DEP)

21. ED090281 TM003560
Locator Tests: Useful or Ornamental?
Scott, Norval C.
Publ. Date: Apr 74 Note: 12p.; Paper presented at the Am
Educational Research Association Annual Meeting (Chicago, Ill
April 15-19, 1974)

Descriptors: *Age Grade Placement/ *Elementary School Stu
Grouping (Instructional Purposes)/ Mathematics/ *Migrant Chi
Reading Level/ Test Reliability/ *Tests
Identifiers: Wide Range Achievement Test/ Zip Test
A comparison was made of the results of two locator tests, t
Test (ZT) and the Wide Range Achievement Test (WRAT), whic
administered to 37 black migrant and resident pupils. The ch
were tested twice with each test: in early September and eight
after in November. Twenty-three children were taught by the I
Method (Experimental) and 14 in the conventional mode (Cont
Results indicated that the ZT was a more reliable indicator th
WRAT for a child's grade location in math and reading, if
undergoes modification in administration and scoring instruc
Neither test should be used diagnostically. (Author)

22. ED081846 TM003207
Zip Test.
Scott, Norval C., Jr.
Butte County Superintendent of Schools, Oroville, Calif.; Cali
State Dept. of Education, Sacramento. Bureau of Community Servic
Migrant Education.
Sponsoring Agency: Bureau of Elementary and Secondary Edu
(DHEW/OE), Washington, D.C.
Note: 24p.

Descriptors: Achievement Tests/ *Diagnostic Tests/ Elementary
/ *Elementary School Mathematics/ *Grouping (Instructional Purp
*Language Fluency/ Language Skills/ Language Tests/ *Migrant
Education/ Migrant Children/ Reading Diagnosis/ Reading Level
A copy of the Zip Test, designed to determine quickly the
placement of a migrant child in reading and math and to asse
English language facility, is presented. The purpose of the test
locate the instructional level at which the child can effectivel
mathematics and reading books and to indicate his abili
conceptualize verbally in English. The test is not intended for
chronological grade placement. The test consists of a gr
pictures of objects and activities, a series of simple word
brief stories (each consisting of only a few sentences), a ser
multiple-choice word opposites, a group of shapes and numbers,
series of arithmetic problems. Two forms for use in recordi
child's performance on the test and placement level are
presented. (KM)

23. PB 063448 UD 012452
Final Report of the Evaluation of the 1969-1970 Benjamin Franklin Cluster Program: Programs and Patterns for Disadvantaged High School Students. ESEA Title I.
Hoffman, Louis J.
Teaching and Learning Research Corp., New York, N.Y.
Sponsoring Agency: New York City Board of Education, Brooklyn, N.Y.
Publ. Date: 70 Note: 42p.

Descriptors: Class Size/ *Cluster Grouping/ Curriculum Development/ *Disadvantaged Youth/ Guidance Services/ High School Curriculum/ *High School Students/ Paraprofessional School Personnel/ *Program Evaluation/ Psychological Services/ Reading Skills/ Small Classes
Identifiers: *Elementary Secondary Education Act Title I Program/ Esea Title I Programs/ New York City

The Cluster Program at Benjamin Franklin High School, funded under Title I of the 1965 Elementary Secondary Education Act, is designed to be a school within a school in which 249 ninth grade students attend classes in two separate clusters. Each cluster is formulated such that all students receive instruction from five teachers in classes whose maximal size is 30. These cluster students also receive the services of paraprofessional aides, a counselor, and a part-time psychologist. Laboratories and skills centers in reading and mathematics were specially developed for the cluster program, and three curriculum developers produced new materials in mathematics, science, and social studies. Evaluation procedures included (a) collecting and analyzing all the school record information available, (b) analyzing records and documents produced by the cluster program staff, (c) interviewing teachers, counselors, and the cluster program psychologist, (d) administering questionnaires to cluster students, and (e) observation of classroom functioning. (Author/JM)

24. ED063447 UD012451

Final Report of the Evaluation of the 1970-1971 Benjamin Franklin Cluster Program: Programs and Patterns for Disadvantaged High School Students. ESEA Title I.

Hoffman, Louis J.

Teaching and Learning Research Corp., New York, N.Y.

Sponsoring Agency: New York City Board of Education, Brooklyn, N.Y.

Publ. Date: 71 Note: 63p.

Descriptors: Class Size/ *Cluster Grouping/ Curriculum Development/ *Disadvantaged Youth/ Guidance Services/ High School Curriculum/ *High School Students/ Paraprofessional School Personnel/ *Program Evaluation/ Psychological Services/ Reading Skills/ Small Classes

Identifiers: *Elementary Secondary Education Act Title I Program/ ESEA Title I Programs/ New York City

The Cluster program, funded under Title I of the 1965 Elementary Secondary Education Act, is designed to be a school within a school in which the students receive the benefits of small class size, psychological support, and curricular innovation. The program this year was expanded to include both ninth and tenth year students. The two clusters of 150 students each receive instruction from five teachers in classes where maximal size is 30. The cluster students also receive the services of paraprofessional aides, guidance counselors, and a school psychologist. Laboratory and skill centers in reading and mathematics were specially developed for the program. Curriculum developers produced new materials in mathematics, science, reading, and social studies. In addition the program inaugurated this past year its phasing program in which students may select their own programs from a variety of courses lasting approximately four weeks each. Evaluation procedures included: (a) collecting and analyzing all record data information available, (b) analyzing records and documents produced by the cluster program staff; (c) interviewing teachers, counselors, etc.; (d) administering questionnaires to cluster students and faculty; and, (e) observation of classroom activities. (Author/AM)

25. ED048384 TM000504
Ability Grouping: 1970 -- IV. Conclusions and Recommendations.
Findley, Warren G.; Bryan, Miriam M.
Georgia Univ., Athens. Coll. of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: Dec 70 Note: 8p.
Available from: Dr. Morrill M. Hall, Director, Center for Educational Improvement, College of Education, University of Georgia, Athens, Georgia 30601. Identify the title and the part needed (Single copies)

HC Not Available from EDRS.

Descriptors: *Ability Grouping/ *Academic Achievement/ Age Grade Placement/ Cultural Differences/ Cultural Isolation/ *Disadvantaged Youth/ *Educational Improvement/ Grouping Procedures/ *Heterogeneous Grouping/ Homogeneous Grouping/ Minority Groups/ Performance Factors/ Socioeconomic Status/ Teaching Methods

This paper synthesizes the three substantive reports on ability grouping described in TM 000 501-503. It lists the characteristics of ability grouping as practised in American school systems. Extensive conclusions and recommendations, generally unfavorable to ability grouping are given. Alternative educational strategies for improvement of instruction are recommended. (PR)

26. ED048383 TM000503
Ability Grouping: 1970 -- III. The Problems and Utilities Involved in the Use of Tests for Grouping Children with Limited Backgrounds, and Alternative Strategies to Such Grouping.
Findley, Warren G.; Bryan, Miriam M.
Georgia Univ., Athens. Coll. of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: Dec 70 Note: 56p.
Available from: Dr. Morrill M. Hall, Director, Center for Educational Improvement, College of Education, University of Georgia, Athens, Georgia 30601. Identify the title and the part needed (Single copies)

HC Not Available from EDRS.

Descriptors: *Ability Grouping/ Culture Free Tests/ *Disadvantaged Youth/ Early Childhood Education/ *Educational Strategies/ Grouping Procedures/ Heterogeneous Grouping/ Individualized Instruction/ Minority Groups/ Standardized Tests/ Student Grouping/ Team Teaching/ *Test Bias/ *Testing/ Test Interpretation/ Test Reliability/ Test Validity

Problems in the interpretation of standardized tests used to group children of limited backgrounds, cultural bias in tests, and the misuse of tests are considered. Reports on the use of specific tests with disadvantaged students are revieved and some of the efforts being made to provide better interpretive data are discussed. Alternative strategies to homogeneous and heterogeneous ability grouping are suggested and described in some detail. The mutually compatible strategies include: individualized instruction, stratified heterogeneous grouping, student tutoring, team teaching, and early childhood education. An extensive bibliography and a list of test references are provided. See TM 000 501, 502 and 504 for other sections of this report. (PR)

27. ED047862 RC005087

A Pilot Study of the Effects of Heterogeneous and Homogeneous Grouping on Mexican-American and Anglo Children Attending Prekindergarten Programs.

Durrett, Mary Ellen; Pirofski, Florence

Publ. Date: Feb 71 Note: 27p.; Paper presented at the American Research Association Annual Meeting, New York City, February, 1971

Descriptors: Anglo Americans/ Aspiration/ *Behavior Change/ *Cognitive Development/ Curiosity/ Economically Disadvantaged/ *Heterogeneous Grouping/ *Homogeneous Grouping/ Intelligence Tests/ *Mexican Americans/ Pilot Projects/ Preschool Children

Effects of heterogeneous and homogeneous grouping on the psychological functioning of Mexican American preschool children from economically disadvantaged families were investigated in a pilot project at San Jose State College Child Laboratory. Three experimental groups were composed of (1) 9 Mexican American children from low-income families and 9 Anglo children from middle-income professional families (heterogeneous), (2) 18 Mexican American children from low-income families (homogeneous), and (3) 17 Anglo children from middle-income professional families (homogeneous). Four measures of cognitive functioning and 3 behavioral measures were individually administered at the beginning of the school year and again 8 months later. Comparisons of mean gain scores on pre- and post-tests were computed. Data demonstrated that heterogeneous and homogeneous grouping both have a facilitating effect on cognitive growth and behavior modification. It was noted that further research is needed to identify the psychosocial dimensions of the learning environments in heterogeneous and homogeneous groups and to assess their contribution to cognitive change and behavior modification. Dimensions suggested in interpretation of data were the teacher's mode of coping with problem situations and interacting with children, the role of the teacher as a model for behavior modification and an agent of reinforcement, the nature of the interpersonal relationships among children, and the social-climate properties of the group. (JH)

28. ED047077 UD011285
Beyond Pygmalion: Galatea in the Schools.
Tuckman, Bruce W.; Bierman, Milton
Publ. Date: Feb 71 Note: 24p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

Descriptors: *Ability Grouping/ *Academic Achievement/ Attendance/ Grouping Procedures/ *High School Students/ *Junior High School Students/ *Negro Students/ Self Esteem/ Self Evaluation/ Student Attitudes/ Student Motivation/ Student Teacher Relationship/ Suburban Schools/ Suburban Youth/ Teacher Influence
Identifiers: New Jersey
The effect of a major success-failure symbol in the school and source of both teacher and student expectations--homogeneous ability-grouping--was studied via a true experiment. Four hundred and twenty-one black high school and junior high school students in a suburban-city school system were arbitrarily and without fanfare moved up to the next higher ability group while 384 comparable students were retained in their assigned groups as controls. Of those moved up, 54 percent were subsequently recommended by their teachers for the higher group as compared to one percent of the controls. Experimentals also achieved higher scores on standardized achievement tests. Thus, grouping assignment was shown to affect teacher expectations and student performance. (Author/JM)

29. ED034658 RE002318
The Effects of Grouping Disadvantaged Children for Reading Instructions in Grade 1.
Newport News Public Schools, Va.
Publ. Date: 69 Note: 10p.

Descriptors: *Beginning Reading/ *Disadvantaged Groups/ Grade 1/ Grade 2/ *Grouping (Instructional Purposes)/ Reading Improvement/ *Reading Instruction/ Reading Readiness/ *Reading Research
Reading achievement of disadvantaged pupils who were grouped for special instruction under the same teacher in grades 1 and 2 was compared to the reading achievement of disadvantaged pupils who were instructed according to regular classroom procedures in grades 1 and 2. Pupils in the experimental group (55) were matched with pupils in the control group (54) on readiness scores from the Metropolitan Reading Readiness Test, Form A, and on mental ability scores from the Pintner-Cunningham Primary Test, Form A, both administered during the first 2 weeks of school. The Stanford Achievement Test, Primary I, was administered at the end of first grade, and the Stanford Achievement Test, Primary II, Form Y, was given at the end of second grade. There were no significant differences between the control and the experimental groups on the two variables at the beginning of grade 1. Mean achievement test scores for pupils in the experimental group were significantly higher than those for the control group both in grades 1 and 2. A significantly higher percentage of pupils in the experimental group than in the control group were reading in grade level in grades 1 and 2. The findings suggested that grouping disadvantaged pupils for instructional purposes significantly improved their chances for progress in the first two grades. (WB)